Appendix E

References

Abledata. [online] available: http://www.abledata.com

Ablenet. [online] available: http://www.ablenet.com

Beukelman, D. R., & Mirenda, P. (1992). Augmentative and alternative communication management of severe communication disorders in children and adults. Baltimore, MD: Paul H. Brookes.

CAST (2002). Universal Design for Learning. Available Online: http://www.cast.org/udl/index.cfm?i=7

Core Content Standards and Benchmarks Related to the Iowa Tests (2003). Iowa Department of Education

Denham, A. (2003) *Pathways to learning for students with cognitive disabilities*. Interdisciplinary Human Development Institute, University of Kentucky.

Edyburn, D.L. (2002). Models, theories, and frameworks: Contributions to understanding special education technology. *Special Education Technology Practice*, 4(2), 16-24

Individuals with Disabilities Education Act (1990). U.S. Department of Education, Washington, D.C. www.ideapractices.org/law/index.php

Individuals with Disabilities Education Act (1997). U.S. Department of Education, Washington, D.C. www.ideapractices.org/law/index.php

Iowa's Alternate Assessment Educator's Guide (2003). Iowa Department of Education

Iowa's Assistive Technology Guidebook: Creating a Pathway (1998 draft) http://www.aea11.k12.ia.us/att/assistive technology gene.htm

Intellitools (2003). {software} available: http://www.intellitools.com

Kearns, J. F., Burdge, M. D., & Kleinert, H. L. (in press). Practical strategies for conducting alternate assessments. *Innovations*. Washington, D.C.: American Association on Mental Retardation.

Kurzweil 3000 version 8 (2004). Kurzweil Educational Systems, Inc. {computer software}

Mayer-Johnson Co. (1998) Boardmaker for Windows. (version 5.0) [computer software] Solana Beach. CA: author

No Child Left Behind Act of 2001., Pub. L. No. 107-110 (2002)

QIAT Consortium (July 2003). Quality indicators for assistive technology services: Sharing the work of the QIAT Consortium. QIAT web site: http://www.quiat.org.

Schwanke, T. D., Smith, R. O., & Edyburn, D. L. (2001, June 22-26, 2001). A3 Model Diagram Developed As Accessibility And Universal Design Instructional Tool. *RESNA 2001 Annual Conference Proceedings*, 21, RESNA Press, 205-207.

Technology-Related Assistance for Individuals With Disabilities Act of 1988, Pub. L. No. 100-407

Technology-Related Assistance for Individuals With Disabilities Act of 1988 as amended in 1994, Pub. L. No. 103-218

Todis, B., & Walker, H. M. (1993). User perspectives on assistive technology in educational settings. Focus on Exceptional Children, 26 (3), 1-16.

Widgit, Inc. (2003) Writing with symbols [version 5.0] {software}

YAACK. Assessing intentionality, and the understanding of means-end, causality and symbols [On-line] Available: http://aac.unl.edu/yaack/c0.html#c0d1a

Zygo {software} Zygo Industries, Inc. Portland, OR. Available: http://zygo-usa.com

Zabala, J. (2002). A Brief Introduction to the SETT Framework. www.qiat.org

Answers for Guided Practice:

- 1. AMAT is an acronym for Adaptations, Modifications, and Assistive Technology
- 2. Advocacy draws attention to the inequities within the current system of education in which students with disabilities have often been taught a separate curriculum and not had full access to what has been determined by experts as what all students need to know and be able to do the general curriculum.
- 3. <u>Accommodations</u> is the typical response to advocacy when inaccessible environments and materials are modified to allow access.
- 4. The principles of UDL support multiple, flexible methods/options of <u>presentation</u>, <u>expression and apprenticeship, engagement.</u>
- 5. SETT is an acronym for Student, Environment, Task, Tool